**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   1. What is the difference of 9 and 5? 2. What number is the same as 6 tens and 4 tens? 3. What number is 10 less than 542? 4. Draw a four sided figure. 5. How tall is the door in centimeters?   Teach this lesson as a science lesson, ask students to write down what time they think that the sun rises and sets. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   Frequency Table- discuss what uses a frequency table has and draw a picture of a frequency table in your math journal.   1. How will you provide multiple opportunities for vocabulary to be used in context?   We will create several frequency charts. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need?   We will need graph paper, pencils, internet access (or sunrise sunset chart), colored pencils, rulers   1. Will each student have enough materials to model the problems?   Yes   1. Where will students record their work during this phase of the lesson?   On the graph paper and frequency charts   1. How will you check for understanding during this phase of the lesson?   We will check their frequency charts as they are creating them.  Students will use a sunrise, sunset chart to get the times for their frequency chart. Start by dividing the sunrise times into groups such as 5-6 a.m.; 6-7 a.m………. go through the sunrise sunset chart and have the student make a tally mark in each appropriate time. Once you have found the amount of data you would like to use have the students create a histogram of the data on their frequency chart. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   * + Document camera   As you are creating your frequency chart and your histogram show your work on the document camera so that your students can see what you are doing. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Use the envision guided practice and have the students create their own frequency chart and histogram of students shoppers. Then have the students complete the independent practice also. There are only 8 problems between the two | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding  Have the students brainstorm uses for a frequency chart and histograms in real life.  Formative Assessment Tools   * + *Topic tests* (online or in text)   Use the quick check worksheet or online quiz to make sure your students are understanding the concept.  End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:     * + *Differentiated Instruction*   + *Math Project*   + *Meeting Individual Needs*   + Teacher-led interventions   + *Leveled Homework*   + Online games from *Envision Digital Premium*      1. Will you do these activities and if so, when? 2. When will you give directions on how to play? 3. What materials will be needed for the activities? 4. Will you work with the Intervention group? 5. How will you determine which activities will be assigned to each group of students? | |
| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Spiral Review* * *Quick Check* * *Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? 2. Will you discuss homework? Is so, when? | |